ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/17/65	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000559	7310		

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: A Developing Program for Gifted Students

6. PUBLICATION TITLE: Toward More Effective Teaching at Renssedaer, No. 6

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. R.P.I.
ST.
CITY, STATE Troy New Jersey
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Rensselaer Polytechnic Institute

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	5-6	Dec. 59	2

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

	talent:	enrichment		
progress reports	special education	programs		
students	independent study			

17. ABSTRACT (MAX. 250 WORDS)

Brief progress report of plan for allowing gifted and ambitious students to pursue work commensurate with their ability.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education
	23. DURATION OR PROJECT	

ERIC Form 1

7310

ED000559

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

A DEVELOPING PROGRAM FOR GIFTED STUDENTS

For some time, Rensselaer has studied the need for an over-all plan that would allow gifted and ambitious students the opportunity to undertake and pursue work commensurate with their ability. This study has resulted in three approaches to the problem: increasingly active participation in the College Entrance Examination Board Advanced Placement Program (whereby qualified entering students receive advanced placement or credit for college-level subjects taken in high school), credit by examination for work done at other than CEEB program participating institutions, and the creation of special sections for selected freshmen who show unusual chances of success in college.

Although Rensselaer has participated in the CEEB Advanced Placement Program since 1955 (see Issue No. 5, p. 5, of this Newsletter), the number of Advanced Placement examinations taken by incoming freshmen and the amount of credit given increased significantly this year. In Fall 1958, 25 entering students applied for advanced placement after having taken 33 examinations during the previous spring; 10 students were given credit for a total of 22 freshman courses. In Fall 1959, however, 63 entering students sought advanced placement, having taken 89 examinations; of these, 29 students

were given credit for a total of 58 freshman courses in Mathematics, Physics, Chemistry, American History, European History, Literature, French, and Spanish. Experience since 1955 indicates that such students perform at a quality point level significantly above the all-student average.

Recognizing that some students may be qualified for advanced placement or credit because of independent study or college-level work done at non-CEEB program participating institutions, Rensselaer recently extended its advanced placement policy so that credit may also be established on the basis of examinations given by the Institute's departments of instruction. In September, several students took advantage of the privilege of gaining "credit by examination."

The over-all policy of advanced placement, including credit by examination, has greatly facilitated the educational progress of those students who become ready for advanced courses at a time earlier than usual. However, some freshmen of superior ability do not have advanced work before entering the Institute. Recognition of a responsibility to foster such talent has led, therefore, to the creation of special sections for selected freshmen who wish to undertake course work more demanding than that normally offered. This undertaking is the first phase in the development of a four-year program of study for superior students.

During the past summer, 42 incoming freshmen were selected by the Office of Admissions, on the basis of their "high predictive indices," as being eligible for assignment to special sections. Upon invitation, they accepted the opportunity thus offered, and were assigned to either of two sections according to the curricula they proposed to pursue. One section was created for undesignated and engineering students, and one for science students. Departmental advisers were appointed to supervise their progress.

These students are taking the same subjects - Chemistry, Engineering Drawing or German, English, Mathematics, and Physics - as other freshmen, but receive instruction especially suited to their ability. At present, this special instruction is experimental. In general, increased depth of learning is emphasized rather than increased coverage. With the limited experience that part of one semester affords, instructors hesitate to generalize concerning the achievement of their special sections and the methods appropriate for teaching them. However, they report that the morale in these sections is especially good, that classroom co-operation is above average, and that such students are quick to correct mistakes and do not need repetitious material. Further experience will, of course, enable instructors to evolve additional specific methods and course materials for their special sections.

The over-all development of advanced placement activities, including their continuous evaluation, is the responsibility of the Committee on Advanced Placement, with Dr. H. M. Faigenbaum as chairman. Among future considerations of the committee will be the program for the remaining three undergraduate years.